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ABSTRACT

Brief histories of 16 migrant education programs in New York are presented in this report illustrated with photographs of student activities. The programs fall under Section 143 of Public Law 95-561 and are designed to improve interstate cooperation in the best interests of migrant children. The projects included are Computer-Assisted Instruction for Migrants (CAIM), Computer-Assisted Placement in Reading/Math (CAPR/CAPM), Challenging Options in Career Education (CHOICE), Eastern Stream Child Abuse Prevention and Education (ESCAPE), Goals for Youth, Grade Retention and Placement Evaluation (GRAPE), Interstate Dissemination of Educational Materials and Interstate Tutorial Outreach Program (IDEM/ITOP), Interstate Health and Education Linkage Project (I-HELP), Interstate Migrant Secondary Services Program (IMSSP), Migrant Attrition Project (MAP), Migrant Bilingual Teacher Training Institute (MBTTI), Migrant Evaluation-National Pilot Study (MENPS), Migrant Educators' National Training OutReach (MENTOR), National Migrant Special Education Center, Parent Training Project, and Step Beyond. (JHZ)

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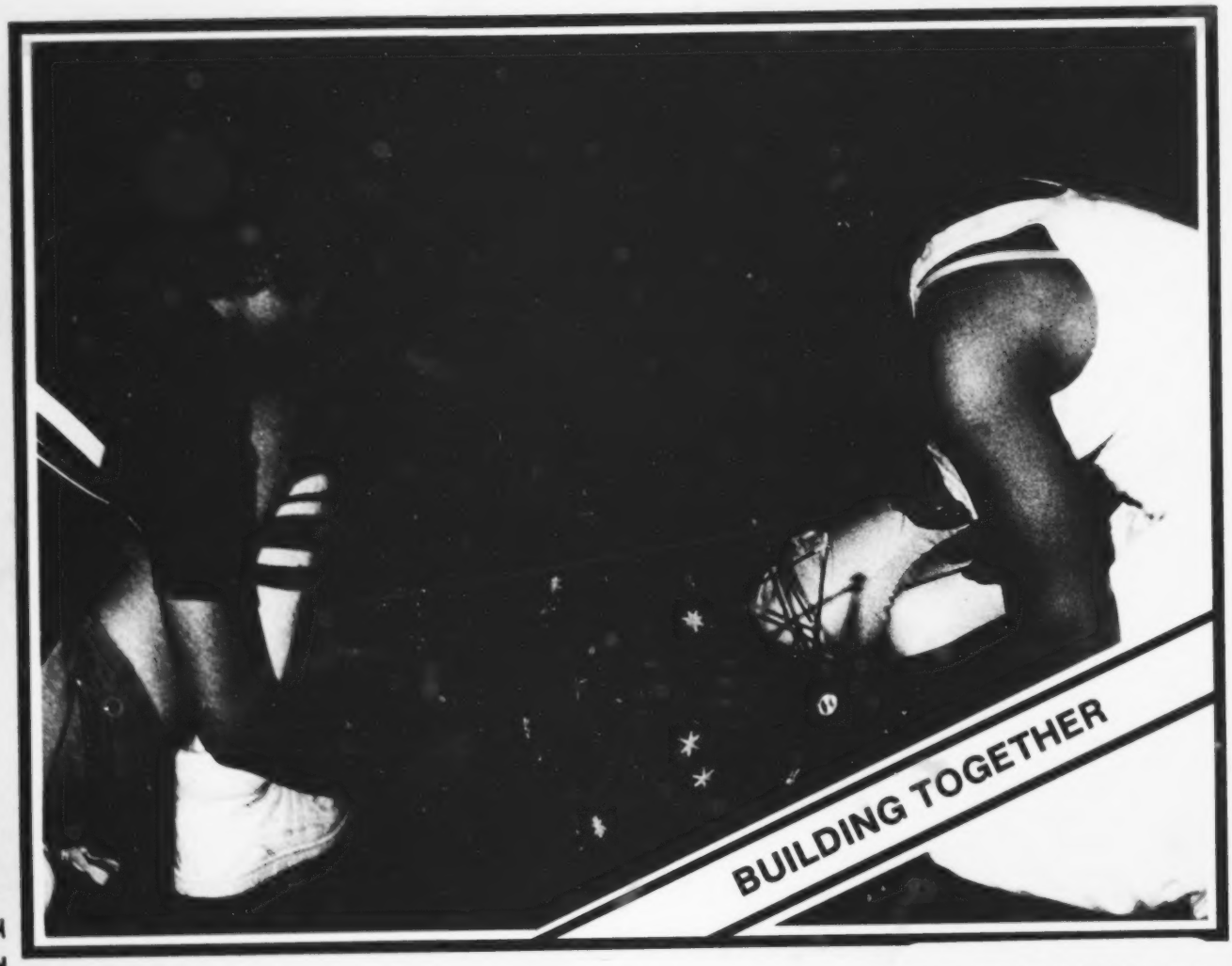
No Student Is A Stranger

in New York State Schools



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An Open Letter From Dick Bove

The agenda is always jam-packed when the more than two dozen components of the New York State Migrant Education Consortium get together for one of our regular meetings, so we all need to relax over coffee when the last item is dealt with. A few weeks ago in Syracuse we got to speculating about the new 143 regs and that got us talking about our 143 projects with so many other states. The more we talked, the more excited we got. CAPR/CAPM is the cutting edge of computer technology for classroom teachers! GRAPE could change the ground rules to benefit tens of thousands of kids! MAP is proving—*proving*, mind you—that Migrant Education programs can improve graduation rates for migrants at a time when those rates are declining for the mainstream population! Every 143 we mentioned addressed a real need in an effective way on an interstate level. Our enthusiastic chatter sharpened our awareness of something we had known all along but taken for granted—that much of the most significant and relevant work in Migrant Education is done in 143 projects.

New York State is committed to the concept of *congruence* in all its compensatory education efforts. We know that disadvantaged students need to have their remedial work congruent with what is happening in the mainstream classrooms. Migrant students need their work in New York State to be congruent with what happens to them in schools in other states. The system which has addressed interstate congruence for migrants is the 143 system. We decided this was an ideal moment for New Yorkers to reflect on their role in 143s in the decade of the 'Eighties, a good time to assess what had been accomplished. Why? Why now?

Because *now*, at this moment of transition for the 143 system, is when we must all rededicate ourselves to interstate cooperation on behalf of migrant children. New York points with a certain pride at these 143s because we invite everyone to join us in an ongoing commitment to work together. Contracts or grants, conferences or consortia, computer application or curricular innovation, whenever the goal is improved educational opportunities for disadvantaged young people, New York is eager to cooperate with everyone in every way. We hope those who look at New York's 143 projects and at New York's talent pool of committed and experienced people will remember that we are eager to become involved in interstate projects. We look forward to working with people from every part of the country because Migrant Education must be as nationwide as the phenomenon of migrancy itself. New Yorkers invite everyone to tap into our experience and idealism as we all work together toward congruent and effective programs for the nation's migrant children.

Sincerely,

Richard A. Bove
Chief
Migrant Unit
New York State Education Department

1987

No Student Is A Stranger

in New York State Schools

Congruence and the 143s

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Congruence, adj., being in agreement, harmony, or correspondence.

New York State prides itself on having been a pioneer in the establishment of compensatory education programs to help the children of migrant workers succeed in school. The plight of these children has touched the hearts of New Yorkers for many years now. The continuity so essential to education is disrupted by their nomadic lifestyles, too often condemning the migrant children to failure in school and yet another generation of poverty. *No student is a stranger in New York State schools!* When a migrant family crosses the border into the Empire State, the children are at home and are made to feel at home in our schools.

The nation recognized two decades ago that states acting individually could not cope effectively with a continental phenomenon such as migration. Public Law 95-561 established federal programs to foster improved educational opportunities for migrant children. Section 143 of that enlightened legislation provides discretionary funds to support projects to improve interstate cooperation in the best interests of migrant children. New York State has been an enthusiastic participant in the interstate ventures under 143.

143 projects are by their very nature interstate. Their success is a tribute to the national commitment to educational opportunities for migrants. New York is proud to have been catalyst, host, and participant in many exciting 143 projects of continued relevance.

Each 143 project has been a response to a specific national need. The focus of a 143 might be computer-assisted instruction or special education, improved

teacher-training or improved parent-training, keeping migrant youth in school or getting them into the workplace, producing materials or evaluating effectiveness. A common thread runs through all the New York 143s and that common thread is the concept of *congruence*.

The achievement of migrant children in Migrant Education programs is relevant in relation to their congruent success in life and work, in college and careers. Migrant Educators function in a complex network of educators and social workers and health professionals who serve specific needs of the migrant community, a network which is itself linked to the larger society. Efforts on behalf of migrant students must be congruent with developments and activities in the larger arena if migrant students are to succeed in schools and break the cycle of poverty and underachievement that too often trapped their parents and grandparents. This congruence, this linkage, this cooperation, this networking must be a seamless web connecting program to program, school to school, state to state.

143 projects gave educators in many states the opportunity to address crucial issues with energy, imagination, and idealism. Just as the whole is greater than the sum of its parts, the combined expertise of Migrant Educators from many states is more creative in responding to the problems of educating migrant children than the isolated experience of individual states could be. Congruence has many interstate facets—administrative, pedagogic, fiscal, philosophical, evaluative.

143 projects recognize that only a holistic approach will prove effective in the education of migrant children. The commitment must be to the real needs of each individual, at every point up and down the migrant stream, at each level, in all curricular and extracurricular areas. Given the obstacles confronting so many migrant children, obstacles including educational discontinuity, endemic poverty, limited English proficiency, and the constellation of difficulties associated with the frequent failure to finish high school, it is essential that states pool their resources to do what can be done to help migrant young people overcome these obstacles.

New York State's 143 projects have produced relevant research, useful materials, and programs of enduring value. New Yorkers have visited every corner of the land to share expertise with their colleagues through workshops, seminars, and publications. Most important of all, New York's 143s have established a talent pool of creative and committed Migrant Educators who know the territory, the whole territory from coast to coast and border to border. These people, so often the unsung heroes of a difficult educational specialty, remain available to contribute to local, regional, and national efforts to improve educational opportunities for migrant children. We have chosen this moment when the 143 system is in a state of transition to reflect upon what has been accomplished, not because we wish to rest on our laurels but because we invite our colleagues everywhere to continue working with New Yorkers for the good of migrant students. The 143 regs may change and change and change again, but what will not change are the commitment and dedication of New York's Migrant Educators. Dick Bove, Leo Denault, Barbara Martinage, Molly Nye, Pat Sherman, Bob Levy, Barb Wyman and all their friends thank everyone for supporting New York's distinguished 143 projects and invite them to join us in continuing interstate efforts to keep Migrant Education programs relevant, effective, and congruent.

CAIM

Computer-Assisted Instruction for Migrants

1982-1983

CAIM determined the state of computer-assisted instruction nationally and demonstrated the potential of computer-assisted instruction for migrants in this technological age.

CAIM was based at the State University of New York campus at Oswego. It was a model of multistate involvement, its consortium including Arizona, Delaware, Maryland, Massachusetts, Michigan, New Hampshire, Pennsylvania, and Washington. (It may be taken for granted that results of all 143s are shared with the entire Migrant Education community so that benefits extend far beyond both the geographic borders of participating states and past the expiration date of the project.)

CAIM research revealed that 49% of Migrant Educators reported no computer-assisted instruction available for migrants, compared to only 7% of the general student population.

The CAIM Center at Oswego trained Migrant Educators in the use of micro-computers. To assist these people to train others in their home states, CAIM produced bibliographies of materials relevant to computer-assisted instruction. Migrant Educators trained at the CAIM Center became effective advocates for more and better use of computers in Migrant Education.

CAIM also produced software for use by Migrant Educators and migrant students alike. CAIM research established needs which were met by the model software.

CAIM Software

BASE TO BASE - a math lesson using baseball.

RESCUE - a math lesson including decimals using an outer space game.

BUSTER - basic math skills using a balloon graphic.

RECORDS/BAS - a record keeping sub-routine for names and achievement levels.

VOCAB 4/BAS - a vocabulary lesson using stories and pictures.

THE RIGHT CONNECTION - a lesson about conjunctions.

THE AMAZING COMMA - basic punctuation skills.

THE RIGHT WORD - games to reward correct usage.

SPELL WELL - correcting misspelled words.

THE * AND * GAME - punctuation within sentences.

TUTORIAL/BAS - a multiple choice format for teachers to program their own questions.

CAPR/CAPM

Computer-Assisted Placement in Reading/Math

1983-1987

The constant movement of hundreds of thousands of students from state to state and back in irregular and unpredictable patterns creates an administrative nightmare for educators as well as learning problems for students. To cope with the problem, federal funds support the Migrant Student Record Transfer Service in Little Rock, an electronic record-keeping system for the nation. The application of computer technology to academic concerns is of increasing relevance to all schools. Migrant Educators hope to apply this technology to classroom teaching. CAPR/CAPM demonstrated how this can be done.

Discontinuity is a terrible problem for migrant children. Local variations in curriculum are so great that a student just learning the multiplication tables in one state may be placed in a classroom doing long division in another state, with predictable results—the child will not perform well, will be considered unpromising, and will grow discouraged. Recognizing this problem, MSRTS keeps records on math and reading skills to help educators place incoming migrants.

CAPR/CAPM was an ambitious effort to move Migrant Education to the cutting edge of computer application in individual classrooms. CAPR/CAPM was sophisticated enough to provide teachers with exact page references for books available in that school system to enable careful planning of appropriate work. CAPR/CAPM could do this because its data base contained over 40,000 references to 1600 titles correlated to the MSRTS Reading and Math Skills.

The CAPR/CAPM system was as user-friendly as one can imagine. MSRTS provided a toll-free WATS line to enable a Data Entry Specialist to provide information to a teacher. To keep the information up-to-the-minute, MSRTS provided a Building Materials Catalog from which schools could prepare an inventory of materials available in their specific building (Building Materials Profile, or BMP). Participating buildings did an annual update of the BMP, adding any unreferenced materials in use, and an annual CAPR/CAPM Evaluation Form. Each participating state appointed a Contact Person to facilitate liaison with the project. There was no cost to states beyond the staff time necessary to keep the system functioning smoothly.

CAPR/CAPM demonstrated the contribution that computers can make to the classroom as well as to the administrative offices. While it will be some years before the entire nation has a debugged system capable of providing information on this detailed level, there can be little doubt that CAPR/CAPM is the wave of the future. Information may be obtained from:

Bureau of Migrant Education
New York State Education Department
Albany, NY 12234

CHOICE

Challenging Options in Career Education

1982-1986

CHOICE was a national resource center for career education on behalf of interstate and intrastate migrant youth. A bridge between school and the workplace, CHOICE developed career curriculum materials to help migrant youth make relevant work choices.

CHOICE evolved from a 1978 program funded by CETA, the Comprehensive Employment and Training Act. Units for K-12 were developed to provide teachers with instructional strategies and classroom activities pertinent to career awareness. It was 143 support which enabled this effort to become a nationwide resource.

CHOICE produced excellent materials for every level. Basic Materials provided learners on the K-6 level with enhanced self-awareness, decision-making information, and familiarity with various jobs and roles. Advanced Materials were for the Junior and Senior High School students. Job market entry skills were addressed and career information provided in OCCUPATIONAL RESOURCES, a text treating sixty occupations in terms of skills, tasks, tools, training, and work environment. Each level had a minimum of twenty activity folders to develop career concepts.

CAREER NOTES is a job skills workbook with information about self-awareness, work readiness, coping with application forms, preparing resumes, and doing well in interviews.

MISSION INFORMATION is a work-study guide based on worksite interviews, shadowing experiences, and on-the-job training. Students complete Reaction Reports to demonstrate mastery of mission tasks.

CHOICE materials are available in English and in Spanish. They are available at no cost.

CHOICE also developed software. WORKER CLOZE uses computer-assisted instruction to reinforce the job and role information in OCCUPATIONAL RESOURCES. HOW TO INTERVIEW FOR A JOB is a videotape about interviewing techniques; it can be used by itself or in conjunction with a computer program that gives the learner immediate feedback about responses to questions in the interview. For the Basic level, the games TOOL MATCH and WORKER-TOOL MATCH enhance job awareness in the primary grades.

Feedback from participating states has been overwhelmingly positive. CHOICE can provide Awareness/Training sessions in formats from an hour and a half to a full day or more. When Migrant Educators use CHOICE materials and methods, migrant youth have more and better choices as they enter the workplace.

ESCAPE

Eastern Stream Child Abuse Prevention and Education

1982-1986

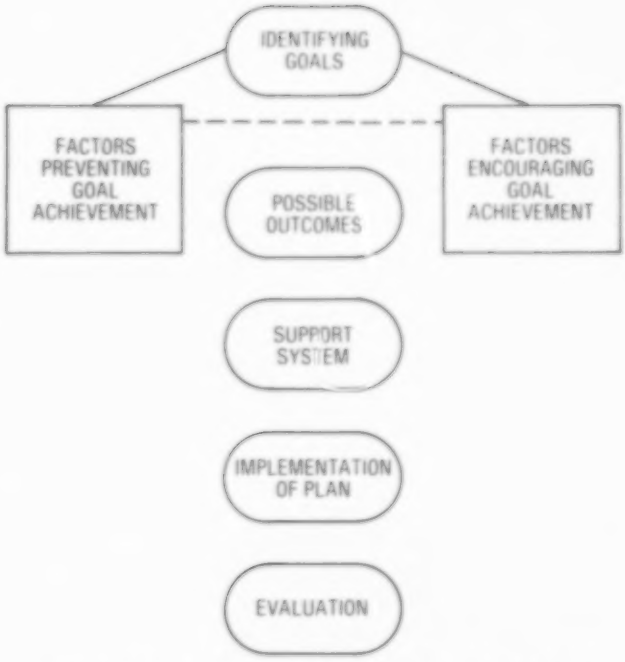
ESCAPE organized community resources and trained specialists to address the issue of child abuse among migrants. Phase I of the ESCAPE project was a survey to establish the scope of the need. ESCAPE research indicated that migrant children were up to eight times more likely to suffer maltreatment than other children, and that nearly one out of seven migrant children had endured some form of maltreatment, whether abuse or neglect. Evidence suggests that abused children grow up to become abusive parents, making it essential to break the cycle with enlightened intervention.

ESCAPE prepared an impressive 1985 publication entitled PREVENTING CHILD ABUSE IN THE HARVEST: A HANDBOOK FOR MIGRANT EDUCATORS. This handbook can provide a common understanding of the reasons for maltreatment of migrant children. It asserts that schools and educators must play a positive role of advocacy on behalf of maltreated migrant children if the problem is to be alleviated. Often the teacher is the only individual in a position to recognize and report upon maltreatment. Migrant Educators are, in fact, "mandated reporters" required by law to report suspected cases of child abuse and neglect. Intervention is a delicate matter, and the handbook provides suggested procedures to develop responses which are appropriate and effective. Suggestions are also included for education to prevent maltreatment.

ESCAPE trained specialists who in turn trained others. The culmination of this training effort was a four-day Migrant Child Abuse Prevention Institute held in San Diego, California, in April of 1986. Response to this Institute was enthusiastic. Evaluations gave it high ratings. Participants focused on practical solutions to real problems. As a result of the efforts of ESCAPE, hundreds of Migrant Educators have been sensitized to this issue. State agencies and national groups have used ESCAPE materials, becoming active players in the work to improve conditions for migrant children. A broad base of interagency and interstate involvement has been forged to address issues and create strategies to prevent maltreatment of migrant children. Only an effort on this scale can help migrant children ESCAPE the abuse and neglect which is all too frequently their lot in life.

Goals for Youth

1981-1982



Goals for Youth was funded under Section 143 funds in 1981-82; its origins, however, go back to 1977, when discussions began between the Bureau of Migrant Education and the National Football League Commissioner's Office. The subject of the discussions was the possibility of involving NFL players as role models in a one-to-one counseling relationship with migrant youth. A pilot project began in 1978, working through the New York State Migrant Tutorial Outreach Programs.

The overall purpose of Goals for Youth is for professional football players to assist migrant youth in acquiring goal-oriented attitudes and corresponding skills. Since migrant students are among the most educationally alienated students in the nation, they need a sense of what it takes to succeed in our increasingly complex society.

Why football players? In short, these people have achieved. They have learned to set goals and to practice the discipline required to achieve those goals. Often, they have had to overcome many of the same obstacles facing migrant youth. Role models are powerful forces in young people's lives and football players possess prestige in American society. Athletes can share their talents off the football field by teaching skills that help youth to reach their goals.

Goals for Youth uses a sequential life skills goal-setting model. Step 1 requires the youth to identify a goal. With the help of the player/counselor, she/he puts the goal in writing and stipulates a time frame. In Step 2, factors encouraging goal achievement as well as those preventing it are explored. Potential outcomes of the identified goal are considered in Step 3, preparing the youth for a variety of alternative outcomes. Identifying support persons and support materials for the youth to draw on in reaching her/his goal constitutes Step 4. Careful planning of a step-by-step process for achieving the goal is Step 5, with the player/counselor and youth working together. The final step is evaluating progress and refining the goal as needed.

Students generally work on short range goals, such as higher grades, better attendance, or improved self-discipline. Attention from professional football players also helps to increase the student's self-confidence and status with peers.

When Goals for Youth "went interstate" in 1981, involvement expanded to several other states, including New Jersey and Louisiana. In 1986, a resurgence of interest in Goals for Youth expanded in the program even further, in cooperation with the NFL Players' Association. The program has been proven to make a significant difference in the lives of young people. Its underlying strength is reliance on individualized counseling, caring and commitment. Goals for Youth is a viable means of increasing the number of migrant youth who reach their goals and who graduate from high school.

NAME:
Henry Lawrence
OCCUPATION:
Professional Football Player
HOME ADDRESS:
Palmetto, Florida
EDUCATION:
High School
B.S. Florida State University

GRAPE

Grade Retention and Placement Evaluation

1986-1987

A recent review of the age and grade distribution of migrant students in the nation revealed the following:

— 39% of migrant kindergarten students are one or more years older than their classmates compared with 6% of the general population.

— By second grade, 62% of migrant students in the nation are below modal grade compared with 17% of the general population.

FACT: "Being retained one grade increases the risk of later dropping out by 40-50% . . . two grades by 90%."

Generally, students are below proper age/grade level for one or more of these reasons: grade retention, improper placement when transferring into a new district, or being held back *prior* to enrolling in school (by family, day care, etc.).

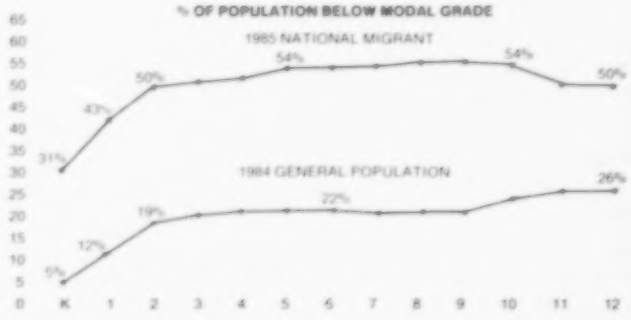
The GRAPE project worked with migrant educators in the states of Florida and New York to investigate the attitudes, policies and practices that caused migrant students to be below modal grade and to develop strategies to address this phenomenon.

Migrant students who were below modal grade were identified and a random sample selected for in-depth follow-up. Data was collected as to:

— the number of migrant students below modal grade
— the policies that school districts use to determine placement and grade retention
— the reasons why these students were not in the appropriate age/grade level (i.e., was it due to retention, being held back in a pre-school, or being placed in the wrong grade?)

After this information was analyzed, strategies were developed that could *prevent* inappropriate retention or placement. Subsequently, workshops were presented for administrators, teachers and parents to make them aware of the problem and to make recommendations for action. Finally, this research was summarized in a technical report which was disseminated to all state directors of migrant education.

The GRAPE project represented a new dimension of dropout prevention—early intervention. Kindergarten and first grade are particularly critical times in the life of a migrant child. The information gained as a result of the GRAPE research will enable migrant educators and parents to better advocate for migrant children's interests in retention and placement decisions.



I-HELP

Interstate Health and Education Linkage Project

1981-1982

Many barriers stand in the way of good health care for migrant children and their parents. Traveling from state to state makes it difficult to establish and maintain contacts with dentists or doctors. Scheduling appointments is complicated by long working hours and transportation problems. Health care is often not affordable for migrant farmworker families, many of whom earn less than $5000 per year. Cultural and language differences further complicate the process of obtaining health care.

In 1978, New York State implemented a model health program. The model was based on a health availability/accessibility study for each locality within the state in which migrant families reside. Section 143 funds made this health education/health delivery program and the availability/accessibility design available to other states.

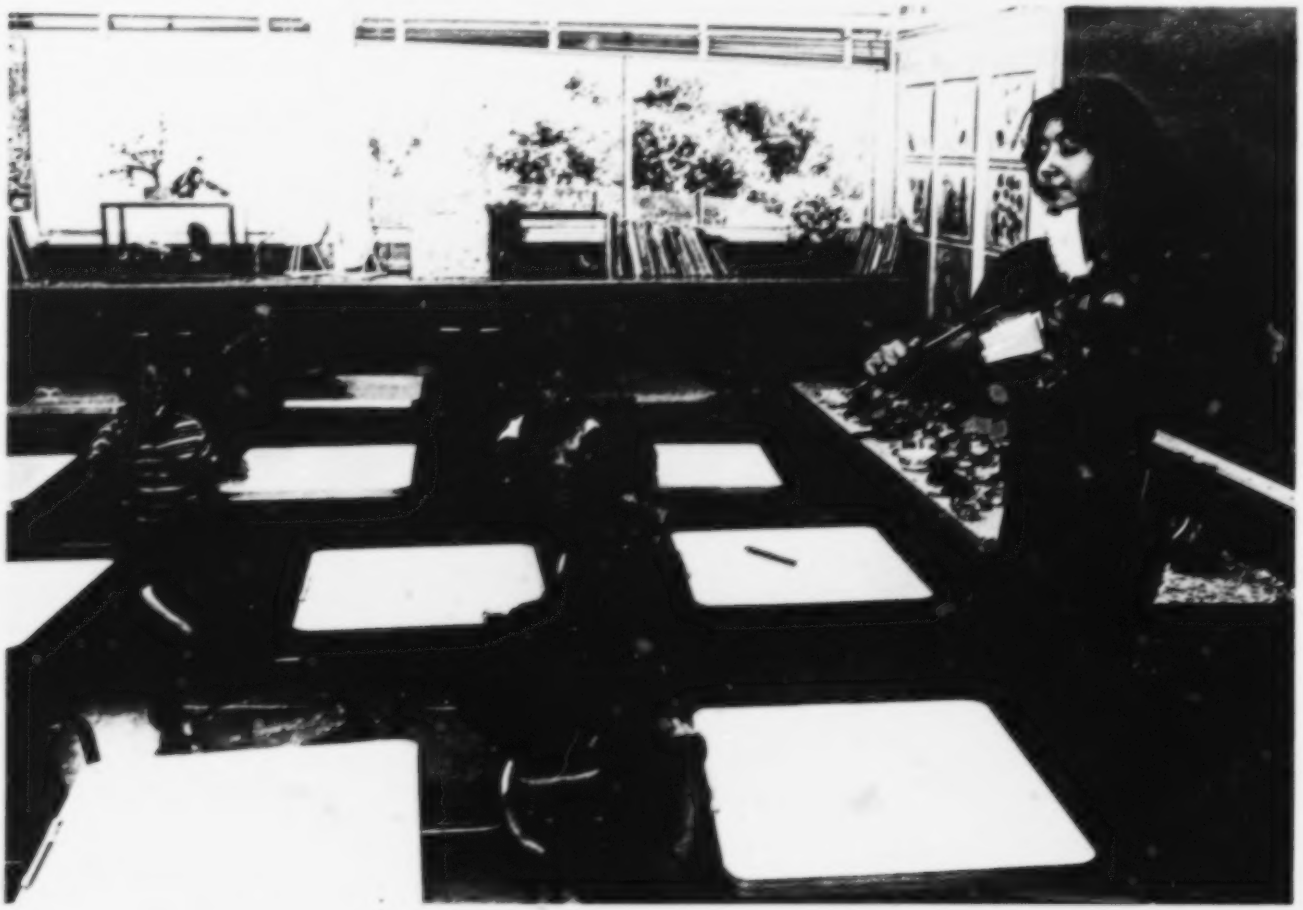
The question to be considered covered the essentials of health care delivery:

Where in a state can one obtain a physical exam, an eye exam, or a dental exam?

How does a migrant family find out about the available health care services?

What agencies exist that can help in arranging/paying for health care?

I-HELP surveyed migrant education programs and migrant health services in all states for answers to these questions, identifying limitations on the services available. Through the efforts of I-HELP, migrant educators and migrant health providers became aware of the services each could offer and of the ways they could best merge these services. Regional committees were formed, composed of representatives from a variety of agencies. These committees worked to improve communication among agencies and thus to improve the provision of health care services to migrant families.



IDEM/ITOP

Interstate Dissemination of Educational Materials

and

Interstate Tutorial Outreach Program

1981-1982

In 1981, Xerox Educational Publications made available fifteen million units of free educational materials. Section 143 funds enabled New York State to warehouse and distribute these materials to twenty-two other states. New York State also provided free inservice programs designed to demonstrate how the materials could be used in local migrant reading programs.

In conjunction with the Interstate Dissemination of Educational Materials project, New York also implemented the Interstate Tutorial Outreach Program. New York State traditionally has provided one-on-one instruction to migrant children from regional outreach centers. Section 143 funds were used to share New York's system of Individualized Reading Strategies (IRS).

Teams of educators from New York State provided technical assistance to state and local programs in applying commercial and teacher-made materials to the specific academic needs of migrant children. Emphasis was placed on using the free Xerox educational materials to teach reading skills spanning pre-kindergarten (Readiness) level through twelfth grade. These skills were also correlated to the National Migrant Education Program's Reading Skills List.

More than thirty-six workshops were presented in twenty-eight states, reaching at least 2600 migrant educators. These educators worked with as few as fifteen migrant children each. More than 39,000 children benefited from the combined effects of the Interstate Dissemination of Educational Materials Project and the Interstate Tutorial Outreach Program.

IMSSP

Interstate Migrant Secondary Services Program

1981-1985

"It is marginal students and the potential dropouts who are most affected by an environment which they perceive as unresponsive to their needs . . . Schools, like other major institutions, are exceedingly slow to respond to the needs of a changing society. Change will come only if presssure is exerted from within the institution by teachers and administrators, and from the community by parents and by advocates."

Failing Students - Failing Schools: A Study of Dropouts and Discipline in New York State. A publication of the Statewide Youth Advocacy Project, 1978.

Technological societies increasingly will demand a high school diploma for success. Education systems in the United States provide excellent opportunities for academic continuity for the majority of students who attend the same school throughout their high school years. However, mobile populations — especially migrant students — require special types of service delivery.

For the migrant secondary student, communication, coordination, flexibility, outreach, and follow-up become critical to the effectiveness of the education system. A sequential system of record transfer, tied with a flexible system of credit accrual, will insure that credit earned is actually awarded. More importantly, however, migrant students need access to programs that compensate for the handicaps imposed by migrancy. Evening programs, extended-day classes, and other supplemental alternatives and services are necessary for schools to guarantee the most relevant education for migrant students.

The Interstate Migrant Secondary Services Program (IMSSP) proposed the following responses to the problems of public and private junior and senior high school migrant students:

— Process to provide improved access to academic, vocational, and extracurricular activities.

— Mechanisms to insure credit acceptance, transfer, and accrual, structured so as to enable migrant students to graduate from their homebase school.

— Recognition by local school district decision-makers of the concept of the migrant student as a "national student" and, consequently, their awareness of the need to communicate with other school administrators.

— Approaches to encourage parental support for migrant students to remain in school.

— Centralized information sources for data and issues confronted by migrant students, such as: graduation/competency requirements, alternative education programs, dropout research, mobility patterns, and enrollment profiles.

During its four years of operation, the IMSSP assisted national, state, regional and local projects to start or to expand services to migrant high school age youth. Increased awareness of student needs, partnerships among state and local school districts, suggestions for expanded use of MSRTS, informational directories, creation and expansion of the NASDME Secondary Committee, dropout prevention research, alternative program advocacy, and surveys have all generated support for migrant secondary youth. Increased numbers of migrant students are headed toward high school graduation.

Respondents spoke of the overall effectiveness of IMSSP.

There is probably no Section 143 project that is more truly an interstate effort addressing a truly interstate problem than New York's Interstate Migrant Secondary School Project.

Nancy E. Adelman & Christene P. Cleland, *Descriptive Study of the Migrant Education Section 143 Interstate and Intrastate Coordination Program*, Policy Studies Associates, 1987.

MAP

Migrant Attrition Project

1986-1987

In 1974, Exotech Systems estimated the dropout rates for migrant students to be 90%. At that time, Migrant Education programs were just beginning to make an impact. No nationwide survey of migrant graduation rates has been done since the 1974 study. These are the important questions that needed to be asked: Does Migrant Education make a difference? What gains have been made in reducing the migrant dropout rate?

One problem is to get educators to agree on a definition of "dropout" and how to measure dropout rates. Recently, Larry Barber of Phi Delta Kappa's Center for Evaluation, Development and Research reported:

> We simply cannot agree what a dropout is. In some districts death, marriage, taking a job, entering the armed forces, entering college early, being expelled or jailed, going to a deaf school, business school, or vocational school causes one to be considered a dropout. In another district, none of these acts would be considered. There are at least as many different definitions of a dropout as there are school districts recording dropouts. Some districts solved their problem of who to count as a dropout by not using any definition at all, whereas other districts had three or four definitions, and neither we nor they seemed to know which one was used.

In 1983 a survey of Migrant Educators was conducted to ascertain their respective states' migrant dropout rate. Over 80% indicated that there were no data available on the subject. The remaining states reported dropout rates ranging from 1% to 99%. Similarly, the United States Department of Education's National Center for Educational Statistics and the Bureau of Census use different methods to determine dropout rates.

The Migrant Attrition Project was designed to provide baseline data to State Directors of Migrant Education on the rate at which migrant students drop out of school and data on which grades are critical ones in the decision to leave school.

A sample of approximately 1000 Status I migrant students who were enrolled in the seventh grade in 1980/81 were tracked through 1985/86, in an effort to determine whether they dropped out of school, graduated, or were still in school. The tracking took the following forms:

1) MSRTS records were searched for each year (1981/82 - 1985/86).
2) For students no longer enrolled on MSRTS, the last school and the last home address was contacted by letters and/or telephone calls.
3) For students who could not be located in the receiving states by letters or telephone calls, state personnel followed-up in person.
4) Consultants were hired in homebase states to follow-up on students who could not be located via other means.

Thus, the Migrant Attrition Project calculated a by-grade attrition rate for migrant students and a cumulative dropout rate. Model strategies for data collection were also designed for other states to use in the future to track their students. Information gained from this study had both immediate and long range implications for Migrant Educators who are better able to evaluate the impact of their efforts now and in the future.

Dropout prevention and improvement of secondary services are considered the most pressing neds at the present time . . . . One of the last Section 143 grants to be awarded—New York's Migrant Attrition Project—is presently conducting research on the dropout rate of currently migratory children who were registered with MSRTS as seventh graders in 1981.

Nancy E. Adelman & Christene P. Cleland, *Descriptive Study of the Migrant Education Section 143 Interstate and Intrastate Coordination Program*, Policy Studies Associates, 1987.

The Migrant Education Success Story

Not all of the data are in, but preliminary figures already prove that Migrant Education is one of the most exciting and significant success stories in American education.

Because of all the variations in the ways of counting and calculating dropout statistics and graduation rates, it can be tricky to be sure you are comparing like to like. When all allowances are made, Bob Levy of MAP is convinced that the 1974 estimate of a 90% dropout rate was accurate. It reflected the reality that existed as most Migrant Education programs were coming on-line.

Reliable figures from California show that 61% of migrant students graduate. Reliable figures from Texas show that over 50% of migrant students graduate. New York's preliminary figures, based on a significant sample, also show over 50% of migrant students graduating. Bob Levy believes from the figures he is getting that the national graduation rate for migrants will be above 50%.

FIRST OF ALL, before we say anything else, let it be clearly understood that we all consider the loss of nearly half of the migrant students before graduation to be a tragedy. No one is smug or complacent on this score.

That said, it remains true that while the general student population suffered an increase in dropout rate from 25% to 29% (or higher), the migrant dropout rate decreased from 90% to less than 50%. Migrant Education programs made the difference!

Migrant Educators have a great deal of expertise to share with their mainstream colleagues. It is because Migrant Education has helped many of the most severely disadvantaged students to succeed against great odds that congruence is so important. If the nation wants to respond effectively to the dropout problem, Migrant Education is an essential repository of expertise. We must work together on behalf of all the children of the poor, whether they follow the crops or not.

MBTTI

Migrant Bilingual Teacher-Training Institute

1981-1983

Summer school. The very words strike terror in the hearts of students everywhere. Teachers themselves rely on their summers to recuperate from the previous year's work and to plan for the upcoming school year. Yet summers also offer an opportunity for professional development, the chance to interact with other educators and to acquire new ideas and strategies.

In the summers of 1982 and 1983, New York State offered professional development institutes for teachers of limited English proficient migrant youth. Participants from throughout the nation met for two weeks of intensive coursework. Sessions included English as a Second Language, Language Assessment, Reading in English for LEP Youth, Reading in Spanish, Puerto Rican and Mexican History/Culture, The Migrant Worker and The Individualized Developmental English Acitivites (IDEA) Management System.

Dormitory rooms at the State University of New York College at New Paltz housed the institute participants. At the end of each day's classwork, demonstration groups involved participants and migrant bilingual or LEP students in activities designed to foster communication. Evening sessions featured presentations by participants about their home state programs.

In addition to training personnel working with Limited English Proficient (LEP) migrant youth, the institute added another goal in its second year: to develop a videotape of institute training components for use in in-service sessions in participating home states. Staff of the Mid-Hudson Migrant Education Center produced a script for a studio video in conjunction with an expanded training packet. Each state participating in the institute received a videotape, an audiotape for practice in pre-test administration and scoring, a set of overhead transparencies, a complete set of duplicating masters for manuals and trainings in the home states, and a set of note cards for coordinating training sessions.

Careful planning and attention to detail contributed to the success of the Institute. Needs assessments pinpointed institute content and format. Prospective participants and teachers were carefully recruited and screened. Travel, housing and meals were arranged and materials developed and produced.

Participants were eligible to earn three graduate or undergraduate credits from SUNY College at New Paltz; 89% of the institute's students achieved a grade of B or better. Each state involved in MBTTI benefited by receiving audiovisual materials and qualified trainers. Ultimate beneficiaries are migrant bilingual and LEP youth, whose teachers are better prepared to offer opportunities for meaningful and innovative learning.

MENPS

Migrant Evaluation: National Pilot Study

1985-1986

This 143 was intended to establish a design model for evaluation of the education progam provided for the nation's migrant children. The project proposed to utilize a single design model involving pre/post norm-referenced-testing. The project further proposed to use the existing Migrant Student Record Transfer System capability to collect and extract test data. Finally, the project proposed to advocate the use of the single design approach to evaluation and to advocate the MSRTS as the data base in order to provide a uniform, standardized, and consistent method for national evaluation.

A two-phase plan of action was developed. The first phase involved the sampling of data accessible from MSRTS according to specific criteria. The second phase involved an analysis of the data to which the evaluation design could be applied, and to apply the design to the applicable data.

This two-phased plan of action reflected the outcome of the advisory committee's exploration and review of various evaluation techniques. For purposes of consistency, validity, and reliability, the TIERS Model A-1 was determined to be the most appropriate design for a single national design, since it is a pre-test/post-test model. This decision also reflected an analysis of existing SEA-migrant evaluation practices compiled by the TAC and by the project staff.

The plan further reflected a consideration of the issues confronting program evaluation for a population which receives services on a multi-state and/or multi-school district basis. Administration of the same test to all migrant students is simply not feasible. Therefore, test data currently in the MSRTS data base was determined to be the most practical to access.

The MENPS project concerned itself with the reading scores of current/true migrant (status 1, 2, 4 and 5) students enrolled in grades 3 and 5 during the spring of 1985 in any of the eight participating states. A sample of student test data was then obtained from MSRTS to determine the feasibility of applying a Model A evaluation design.

During the second phase of the action plan the committee agreed that all of the data extracted from the data base in phase one would be divided into usable and non-usable according to the quality control process described. The non-usable data would be analyzed to determine its type, frequency and extent.

Usable data, i.e., reliable post-test scores from the spring of 1985, was matched with pre-test scores from either the spring of 1984 or the fall of 1984. The Model A evaluation design was then applied to determine the feasibility of the model's application and to ascertain differences in grade levels of inter/intra state students and differences for fall to spring versus spring to spring testing schedules.

MENPS is an interesting chapter in an ongoing story. Migrancy is never neat, never tidy, never organized, but rather a haphazard and chaotic process. All the complex problems that beset migrants trying to get a good education complicate efforts to evaluate the effectiveness of programs designed to help them cope with that chaos.

MENTOR

Migrant Educators' National Training OutReach

1985-1987

MENTOR was cited by the United States Department of Education in the 1987 Secretary's Initiative to Identify Unusually Successful Programs for Disadvantaged Youth

The special needs of migrant students call for special training for the educators who work with them and their families. MENTOR surveyed the Migrant Education network to determine what curricular priorities should be for teacher-training courses and to identify experts from inside and outside the network to contribute ideas and materials. Tapping the idealism and expertise of hundreds of educators from dozens of states, Canada, and Costa Rica, MENTOR created three credit-bearing correspondence courses to enhance sensitivity to key issues and to foster familiarity with effective classroom techniques. Credit is granted through the State University of New York by Potsdam College, host institution to the MENTOR Project.

The undergraduate foundations course is called HARVESTING THE HARVESTERS. The graduate methods course, with more extensive reading requirements and a component of original research, is MIGRANT EDUCATION AND MULTICULTURALISM. Beyond that MENTOR offers another graduate option, SELECTED TOPICS IN MIGRANT EDUCATION, the course that granted credit to some participants of the 1987 Eastern Stream Conference. Participants in MENTOR courses receive the "College in a Box" with its ten booklets, ten parallel audio cassettes, and various ancillary materials. Participants working toward SUNY credit receive individualized attention through Telephone Tutorials.

MENTOR's booklets and tapes focus upon the ten curicular priorities established by the poll of the Migrant Education network. The titles and topics are:

1) AMERICAN NOMADS: Notes on the Nature and Needs of America's Migrant Children
2) EDUCATING THE UPROOTED: A National Commitment
3) A MIGRANT EDUCATOR'S RESOURCE KIT: Where to Find the Help You Need
4) THE FAMILY SUPPORT SYSTEM: Education in Its Broadest Context
5) CLASS ACTS: Instructional Strategies and Classroom Materials That Work
6) LANGUAGE ARTS: The Intricate Interplay of Reading, Writing and Speech
7) MUSIC FOR THE MIND: Mostly Mathematics, Mixed with Other Matters
8) NEEDIEST OF THE NEEDY: Special Education for Migrants
9) DREAM INTO REALITY: Career Education in a Changing Economy
10) COOLING DOWN THE MELTING POT: Bilingualism and Multiculturalism

MENTOR enrolled over 100 participants from ten states for its Charter Year. MENTOR also provided its "College in a Box" to anyone requesting it for in-service use. Workshops were given at Tampa, Philadelphia, and other places. MENTOR also produced a MIGRANT EDUCATION PRIMER for the Eastern Stream Conference in 1987. MENTOR courses will remain in the catalog of Potsdam College. Anyone interested in earning college credit for study of Migrant Education or in obtaining materials for in-service use should contact MENTOR, Potsdam College, Potsdam, NY, 13676.

National Migrant Special Education Center

1981-1984

While migrant children in general experience disruption in their educational continuity, migrant handicapped children face even more difficult challenges. Their chances for an appropriate education are hindered because of differing school district policies on eligibility, placement, competency testing and graduation requirements. Incomplete or delayed transfer of records can cause interruptions of instruction and services, repetitive assessment/testing procedures, and problems of credit accumulation. Mobility also leads to disruptions in teacher-student interactions, health care, and interpersonal relationships.

The National Migrant Special Education Center was established to address the research, dissemination and training needs of migrant educators.

Research goals included:

a. indentifying and comparing the Individualized Education Program (IEP) formats used by state or local education agencies.
b. analyzing and comparing placement practices through state and/or local education agencies.
c. determing services available to migrant handicapped students and the appropriateness and continuity of such services.
d. studying the linguistic or cultural differences of migrant handicapped children to determine if there is a need for additional special instructional assistance.
e. determining what types of training and materials are provided parents of migrant handicapped children.
f. studying ways to educate migrant handicapped students via microcomputer technology.

Dissemination strategies involved:

a. acquiring and maintaining a collection of materials relating to the needs of migrant handicpped children.
b. developing and disseminating bibliographies and reference circulars on topics related to migrant handicapped children.
c. compiling and disseminating lists and resource guides to literature concerning migrant handicapped children.
d. designing and implementing a computer-assisted supportive services identification system.

Inservice training and technical assistance were provided to states in an effort to assist them in meeting the educational problems of access, availability, appropriateness and continuity of services for migrant children with special educational needs.

Section 143 funding also made possible a National Policy Workshop on Education for Migrant Handicapped Students. This August 1984 workshop was designed to:

— heighten the awareness among the participants concerning problems, needs, promising approaches and potential solutions for migrant handicapped students.
— create general, realistic recommendations by educational policymakers in national organizations and at the federal, state and local levels of governance.
— develop policy resolution that would lead to the establishment of national procedures that would ensure inter/intra state reciprocity of IEPs within and across state borders.

As a result of the policy workshop, key decision-makers became aware of the problems facing migrant handicapped students and began to develop strategies to implement solutions.

Parent Training Project

1986-1987

The goal of the Parent Training Project is to inform migrant parents about handicapping conditions and about special education. Videotapes, parent manuals, and training manuals were prepared to provide information about:

- identifying handicapping conditions
- available services and agencies
- the Individualized Education Program (IEP) process

These training materials are intended to be used by migrant parents, outreach workers, service providers, educators and other interested persons. The importance of recognizing, acting on and accepting special needs is stressed.

The first videotape, . . . *And Some Do Not*, deals with child development in a variety of areas and is intended as a gentle introduction to handicapping conditions.

If Your Child Needs Special Help to Grow identifies the services, agencies, educational opportunities and guarantees under the law for children with special needs.

The Individualized Education Program (IEP) process is explained in *How to Deal with the System*. In this videotape, the parent's role in the IEP conference is also defined.

Reviewers for the initial versions of the materials included physicians, classroom teachers, speech therapists, migrant parents, psychologists, special education teachers. Feedback from these reviewers, along with the results of field testing with migrant families, were incorporated into the final versions of the training materials.

One state director commented that in his opinion, New York and Pennsylvania had proven to be the most successful and conscientious grantees in terms of following through on their commitments . . . . They apparently have the staff and organizational structure to prepare strong applications and implement activities effectively on behalf of states serving more migrant children.

Nancy E. Adelman & Christene P. Cleland, *Descriptive Study of the Migrant Education Section 143 Interstate and Intrastate Coordination Program*, Policy Studies Associates, March 1987

Step Beyond

1985-1987

Literally thousands of dollars worth of free materials (books, records, crafts, etc.) are available from publishers and manufacturers. Discontinued or damaged items can generate tax incentives and other business advantages for companies who donate materials to educational organizations.

How can these materials be obtained? How can migrant educators best use donated materials?

STEP BEYOND was designed to address these questions. Project staff presented workshops for Migrant Educators which covered both the *process* of obtaining donations and the *strategies* for creating motivational teaching tools based on the materials.

Workshops for parents were also presented, intended to motivate them to participate in Parent Advisory Committees and offer ideas on making the donated materials educationally valuable for their children.

The needs of hard-to-reach migrant families were also addressed in the project design. Home study/activity kits were developed and mailed to families in isolated rural areas. Emphasizing parent help and support often facilitates the completion of courses of study, enhances opportunities for graduation from high school, and can have a lasting beneficial effect on the basic educational attainment of the children involved.

Project staff have also produced a training manual and training kit for migrant educators and parents. The manuals and kits contain information, ideas and resources on how to use donated materials to the educational advantage of migrant children.

STEP BEYOND has developed a program model which can provide educational resources to migrant families. Availability of reading materials in the home and reading to children foster oral language fluency and listening comprehension; it also helps children to learn that print is meaningful, that it can be turned into sounds, and that it is different from oral language. Having educational materials and related resources accessible in the home has enabled migrant children in part to compensate for the limitations of family resources and to "Step Beyond."

When migrant educators are asked about past and future needs in migrant education, they tend to cite the same areas for both time-frames: secondary services/dropout prevention, staff development, parent involvement, national evaluations or assessments, early childhood education. They also overwhelmingly agree that the efforts under the Section 143 inter/intrastate coordination grants program have helped in meeting those needs. The implication is that in its six years of operation, Section 143 has provided a partial solution to some continuing problems in migrant education.

Nancy E. Adelman & Christene P. Cleland,
Descriptive Study of the Migrant Education Section 143 Interstate and Intrastate Coordination Program, Policy Studies Associates, March 1987

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Cover photograph courtesy of New York State Museum at Albany. Other photographs courtesy of the Migrant Education network.

A Very Brief History of Sixteen 143 Projects Based in New York State

1981-1987

CAIM: Computer-Assisted Instruction for Migrants

CAPR/CAPM: Computer-Assisted Placement in Reading/Math

CHOICE: Challenging Options in Career Education

ESCAPE: Eastern Stream Child Abuse Prevention and Education

GOALS FOR YOUTH

GRAPE: Grade Retention and Placement Evaluation

IDEM/ITOP: Interstate Dissemination of Educational Materials and Interstate Tutorial Outreach Program

I-HELP: Interstate Health and Education Linkage Project

IMSSP: Interstate Migrant Secondary Services Program

MAP: Migrant Attrition Project

MBTTI: Migrant Bilingual Teacher Training Institute

MENPS: Migrant Evaluation—National Pilot Study

MENTOR: Migrant Educators' National Training OutReach

NATIONAL MIGRANT SPECIAL EDUCATION CENTER

PARENT TRAINING PROJECT

STEP BEYOND

At one time or another, 44 states have been in a cooperating relationship on at least one New York grant.

Nancy E. Adelman & Christene P. Cleland, *Descriptive Study of the Migrant Education Section 143 Interstate and Intrastate Coordination Program*, Policy Studies Associates, March 1987